

# Child Study suggestions for possible Traumatic Brain Injury

## Tier II Interventions/Accommodations

**Please note:** This document is a plain text adaptation of the original document prepared by Newport News Public Schools. It includes the core content and structure but does not contain any visual design elements, images, or animations present in the original file.

### Poor attention/concentration

- Reduce distractions—sunglasses, ear plugs
- Cue attention with written and verbal cues
- Seat student near instructor
- Have student repeat information to ensure understanding
- Teach in small groups
- Teach self-regulating strategies
- Use a study carrel
- Provide breaks
- Avoid fatigue
- Use external devices to cue attention
- Divide work into manageable chunks
- Nonverbal signal to cue attention
- Use visually simple materials
- Adapt worksheets through the use of larger type and contrast between print and background
- Highlight key directions and vocabulary to provide visual cues for relevant versus irrelevant details
- Self-check strategies (e.g. teaching the student to create mindful moments—slow down, take a deep breath, and ask questions such as “What am I doing now?” or “What do I need to do first, second, or last?”

### Poor Memory

- Present information through multiple sensory modalities-capitalize on strengths
- Use an assignment sheet, check it regularly
- Frequently repeat information
- Allow tape recording of lessons

- Summarize often
- Have student repeat information to ensure understanding
- Provide connection with previously learned material
- Use external aids such as notes, memos, daily schedules, and assignment sheets
- Teach the use of association, visualization, and categorization
- Provide additional review
- Use fact cards and cue sheets
- Use multiple choice format
- Use visual imagery to supplement oral instruction and verbal content
- Give pass/fail grades rather than letter grades
- Teach the student to chunk information
- Teach mnemonics to help students remember information
- Recite information aloud
- Develop checklists/picture schedules in order to help the student remember daily schedules, routines, etc.

### Decreased Organization

- Follow a daily schedule
- Color code materials by class
- Display activities schedule
- Use checklists
- Designate a specific place to turn work in
- Prime student daily with a schedule
- Develop a system to show that work has been turned in
- Provide an outline for class lectures
- Break tasks into steps
- Help student make a “to do” list daily
- Use a daily organizer

### Decreased Ability to Follow Directions/Process Information

- Reinforce key points
- Slow pace of instruction
- Repeat frequently
- Allow extra time for tests/assignments
- Reinforce key points
- Limit amount of information presented at one time
- Repeat frequently
- Break complex directions down into smaller steps
- Use visual and auditory directions

- Allow more time for response
- Model tasks
- List steps in written and/or pictorial form
- Clear, concise presentation of information
- Use written backup for oral instructions
- Check for understanding by having the student verbalize and demonstrate
- Highlight text/study guides
- Reduce homework

## Fine and Gross Motor Skills

- Use a word processor for assignments
- Allow extra time for assignment completion
- Preferential seating
- Allow audiotaping of lessons
- Planned seating for the bus, lunch room, auditorium, ...
- Provide note taking assistance-assign a buddy to take notes, provide a photocopy
- Teach positive rules for use of space
- Alter physical arrangement of room
- Use graph paper
- Build up handles/knobs for easier handling

## Impulsiveness

- Reduce potential distractions
- Teach mental rehearsal before beginning
- Frequently restate and reinforce rules

## Receptive Language

- Use simple language
- Limit the amount of information presented
- Present directions one step at a time
- Have the student repeat instructions
- Use concrete language
- Preteach vocabulary
- Teach student to “stop and think”

## Expressive Language

- Teach the student to look for cues from listeners
- Teach silent rehearsal strategies

## Pacing

- Allow breaks
- Allow extended time
- Vary activities
- Send home texts for preview

## Sensory

- Use large print
- Use green lines to delineate “go” and red lines to delineate “stop” when writing
- Reduce input—sunglasses, ear plugs
- Use contrasting colors of paper and print
- Reduce the print on the page
- Use graph paper

## Social Interaction

- Create activities to promote social interaction
- Assign a peer advocate
- Focus on the social process, not the outcome
- Assign a peer tutor
- Use cooperative learning
- Structure shared experiences

## Behavior

- Avoid fatigue-be aware of physical limits
- Prime before changes
- Limit distractions
- Allow ample time to adjust
- Avoid surprises
- Teach explicit expectations
- Be clear and consistent with expectations
- Provide a social coach
- Provide frequent feedback
- Modify activities to prevent expectations
- Avoid criticism
- Teach and model acceptable alternate behaviors
- React to aggression to a neutral approach
- Provide verbal and visual prompts and warnings
- Alternate activities to prevent frustration
- Define personal space visually

- Be flexible
- Minimize triggers
- Limit choices
- Create a behavior contract that is negotiated between parties
- Schedule preferred activities after nonpreferred activities
- Conduct an informal FBA to identify antecedents or triggers for behavior in an attempt to eliminate environmental stresses
- Limit the number of participants in an activity
- Model, cue, and rehearse appropriate behaviors with students
- Establish routines
- Teach social communication skills such as greetings, conversation turn taking, sharing, etc.
- Teach students to recognize when they are becoming upset and appropriate coping strategies
- Peer buddies as mentors

## Fatigue

- Provide breaks
- Shorten the day
- Provide extra time for transitions
- Shorten assignments
- Alternate activities and rest periods